

ADDRESSING THE NEGLECT OF HIGH SCHOOL STUDENTS TOWARDS TEACHER'S LESSONS: STRATEGIES FOR ENGAGEMENT AND EMPOWERMENT

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Abstract: *This thesis aims to explore and propose practical strategies to counteract the issue of neglect displayed by high school students towards their teachers' lessons and it investigates the underlying causes of neglect and presents a range of proactive measures that can be implemented to foster students' engagement, motivation, and respect towards their teachers and lessons.*

Keywords: *neglect, engagement, lesson relevance, student ownership, autonomy.*

Introduction

The neglect of high school children towards their teachers' lessons encompasses a range of behaviors, including disengagement, lack of attention, and passive disinterest. This phenomenon not only impacts students but also places a burden on educators who strive to create engaging and enriching learning experiences. "As President of Uzbekistan, I am acutely aware of the issue of neglect among high school students towards their teachers' lessons. We must address this disconnect and create an environment where education is not only valued but eagerly embraced. Let us empower our teachers to inspire and engage our students, reminding them that education is the key to unlocking their full potential and shaping a brighter future for Uzbekistan." (2020.Mirziyoyev.Sh.M). Understanding and effectively addressing this issue require a comprehensive exploration of its underlying causes, coupled with the development and implementation of proactive strategies designed to foster student engagement, motivation, and respect towards their teachers and lessons. By investigating the root causes of neglect and synthesizing existing research in the field, we aim to form a solid foundation for the development of targeted interventions and practices.

At the core of addressing neglect is a clear understanding of what it entails. Neglect can manifest in various ways, ranging from passive disengagement and lack of attention to outright resistance or indifference towards teachers' lessons. By examining these manifestations, we lay the groundwork for identifying and addressing neglect within educational contexts. Neglect does not arise in isolation; instead, it is influenced by a multitude of factors. This section explores the underlying causes and contributing factors that may lead to students neglecting their teachers' lessons. Factors such as disconnection from the subject matter, ineffective teaching methods, distractions, and external influences will be examined to provide insight into the complex nature of neglect. Neglect has far-reaching implications for both students and teachers involved in the education process. This section sheds light on the consequences of neglect, including academic setbacks, diminished motivation, strained teacher-student relationships, and compromised learning environments. Understanding these impacts is vital for identifying the urgency and significance of addressing neglect in high school settings.

The establishment of rapport between teachers and students forms a crucial foundation for productive educational experiences. This section delves into the significance of building positive personal connections with students, fostering an atmosphere of approachability and trust, and actively valuing each student's unique perspectives and backgrounds. Schools that were supported by local partners and were well engaged in the multi-agency system played an effective part in helping to identify neglect early. They also provided effective, tailored support to pupils. Regular meetings between schools and partners, in which expertise, information and planning are shared, mean that concerns about individual children and families are speedily identified and shared. (Sean Harford, National Director, Education. Child neglect: how are schools addressing the issue?). By nurturing positive rapport, teachers can create a sense of belonging and establish a secure classroom environment that encourages student engagement and reduces the likelihood of neglectful behaviors. Open and effective communication is the lifeblood of any thriving teacher-student relationship. This section addresses the importance of clear and empathetic communication between teachers and students. It explores strategies such as active listening, providing constructive feedback, and maintaining a non-judgmental stance. Effective communication helps teachers to understand their students' needs, interests, and challenges, while students feel seen, heard, and validated, leading to increased engagement and a decreased propensity for neglect. Ensuring that teachers are accessible and approachable is a key component of building positive teacher-student relationships. This section discusses strategies to promote teacher accessibility, such

as establishing consistent office hours, maintaining open-door policies, and utilizing technology to facilitate communication. By encouraging regular and meaningful interactions between teachers and students, barriers to engagement are dismantled, and avenues for support and guidance are created, reducing the likelihood of neglectful attitudes towards teachers' lessons.

A fundamental aspect of combating neglect involves nurturing a sense of responsibility and accountability among high school students. In this section, we explore strategies that promote a commitment to academic success and instill a belief in the value of personal growth. By fostering a culture that emphasizes the importance of taking ownership of one's learning, students are empowered to be proactive in their educational journey and hold themselves accountable for their actions and choices. Active student participation is key to reducing neglect and creating an engaging classroom environment. This section delves into strategies that encourage students to actively contribute to class discussions, group work, and collaborative projects. By providing opportunities for students to express their thoughts, ask questions, and engage in meaningful dialogue, we promote a sense of involvement, fostering a deeper connection between students and their teachers' lessons. Empowering students through autonomy and decision-making allows them to become active participants in their own education. Creating an environment where children feel safe not only helps them to succeed academically, but emotionally as well. Teachers often serve as role models, and having a positive attitude towards students can help to establish effective communication. (How Teachers can Recognize the Signs & Support Abused and Neglected Children by Aiesha Hemeda). This section explores approaches that offer students choices in their learning path, assignments, and project formats. By nurturing an environment where students have a say in their educational journey, we cultivate a sense of ownership and empower them to take charge of their learning experiences.

Conclusion

As this thesis reaches its culmination, we reflect on the explorations and strategies presented to address the neglect of high school students towards their teachers' lessons. Throughout our investigation, we have delved into the causes and manifestations of neglect, recognizing its impact on students and teachers alike. By examining the role of building positive teacher-student relationships, enhancing lesson relevance and interest, promoting student ownership and autonomy, and strengthening teacher professional development, we have proposed a range of strategies to foster engagement and empowerment within the high school classroom. In recapitulating our findings, it becomes evident that neglect is a multifaceted issue with implications

extending far beyond the educational setting. The underlying causes are varied, influenced by factors within and outside the school environment. However, by implementing our proposed strategies, we can create an educational ecosystem that actively combats neglect, catalyzing engagement, and rekindling students' enthusiasm for learning.

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